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ABSTRACT

This module on guidelines for teachers of adults is the first of 11 modules in the set, Introduction to Teaching Adults. Designed to meet the learning needs of part-time continuing education instructors, these modules can be used as resource materials for local workshops or study-discussion groups, as self-instruction (each module takes approximately two hours), and as a correspondence course. (Source information on correspondence study is cited in module 1.) All modules except the first are designed to be used in part in conjunction with an audiotape. This module is intended to provide a quick overview of the series. It first compares an adult education program with the human life cycle, since similarities provide a way of organizing the concerns of the beginning adult educator into three phases of an adult education program. These three phases serve as the topics for the next three chapters. The chapters treat the preparation, meeting, and ending phases. (YLB)

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ED208201

INTRODUCTION TO TEACHING ADULTS

MODULE 1

GUIDELINES FOR TEACHERS OF ADULTS

Prepared by:
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1981

CE 030 315

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MODULE 1: GUIDELINES FOR TEACHERS OF ADULTS

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PREFACE

This is an introductory section for the series of modules titled Introduction to Teaching Adults. It is intended to provide a quick overview so that you can face the first class with some guidance about how to proceed.

This booklet is part of an eleven module series and is the only module which doesn't include an audio-tape. The eleven modules are organized into four levels. The modules are:

Level I

1 Guidelines for Teachers of Adults

Level II

2 Using Instructional Techniques
3 Using Instructional Media
4 Using Evaluation Instruments

Level III

5 Designing Instruction
6 Writing Instructional Objectives
7 Managing Instruction
8 Enhancing Motivation

Level IV

9 Understanding the Adult as Learner
10. Understanding the Learning Process
11. Continuing Your Development

There are several ways in which these modules can be used. They can be used as resource materials for local workshops or study-discussion groups, or they can be studied by instructors on an individual basis. Contact your local continuing education administrator for further information on using the modules. If you wish to register for the modules and complete the assignments, contact:

ADULT EDUCATION TRAINING PROGRAMS
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UNIVERSITY OF BRITISH COLUMBIA
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V6T 2A4

Persons who register and complete the assignments at the end of each module will receive a letter of completion from the Centre for Continuing Education. They *may* also be eligible for advance credit toward the I.D. 101 course in the Instructor Diploma Program upon admission to that program.

MODULE 1: GUIDELINES FOR TEACHERS OF ADULTS

CONTENTS

Chapter		Page
One	Introduction	1
Two	Program Life Cycle	2
	Preparing	2
	Meeting	3
	Ending	3
Three	Preparing	4
	Organizing Content	4
	Identifying Outcomes	6
	Selecting Processes	7
	Assessing Outcomes	8
Four	Meeting	10
	Arranging the Environment	10
	Meeting the Group	11
	Using Techniques	13
	Monitoring Progress	15
Five	Ending	17
	Concluding Gracefully	17
	Pointing Out Directions	20
	Improving the Program	20
	Increasing Your Effectiveness	21
Six	Summary of Guidelines	23
	Phase One — Preparing	23
	Phase Two — Meeting	23
	Phase Three — Ending	24

Chapter One

INTRODUCTION

As a teacher of adults, you face the constant challenge of presenting an educational program appropriate to the needs of the participants and the goals of the institution offering the program. At the same time, you'll want to obtain personal satisfaction as well as income from teaching. This booklet has been written with those different points of view in mind, in the belief that you, your students, and the institution can all gain from an adult education program that is carefully and intelligently planned and carried out.

Most teachers of adults have received no training about how to cope with the variety of circumstances that may arise with a group of adult learners. If you have had any preparation for teaching, it is probably for teaching children and youth rather than adults, whose problems and concerns are far different from those of people who have not yet reached adulthood.

Teachers who have not had any training must rely on their own experiences and instinctive reactions to problems as they arise, with occasional assistance from fellow instructors or program administrators. In many cases the instinctive reaction is correct, but you run the risk of providing an unsatisfactory learning experience for the participants by responding inappropriately to problems, using unsuitable teaching techniques, or not helping participants meet their learning goals.

Current knowledge about adult instruction is far from perfect. There are no firm prescriptions that can be applied to every situation to obtain guaranteed results. It is possible, however, to suggest ways of handling situations that occur frequently so you can develop strategies for dealing with or preventing those problems.

This booklet is based on problems reported by teachers of adults, and suggests some strategies that could be used to resolve or prevent them. Most of the problems were raised in workshops and short courses conducted for part-time teachers of adults. The discussion of those problems should be especially useful to instructors who are teaching for the first time, but some guidelines may be a useful refresher for more experienced teachers. The suggestions are practical and have been found to work in a variety of different circumstances.

Chapter Two compares an adult education program with the human life cycle. The similarities between the human life cycle and the cycle of an adult education program provide a way of organizing the concerns of the beginning teacher of adults in a way that is familiar and understandable.

The subsequent three chapters expand on the concerns introduced in the discussion of the program life cycle. Three phases of an adult education program are:

Preparing
Meeting
Ending

Each of these three phases is treated in a separate chapter, and each chapter deals with four common concerns.

The preparation phase (Chapter Three) involves activities that occur prior to the start of a program, including organizing the content, identifying the desired learning outcomes, selecting the instructional processes, and planning evaluation procedures.

The meeting phase (Chapter Four) deals with events that occur in the early and middle parts of a program. These include arranging the learning environment, meeting the group and getting started successfully, using a variety of teaching techniques, and monitoring progress of the participants.

The ending phase (Chapter Five) suggests ways of concluding the program gracefully, pointing out directions for further learning, improving the program for next time, and increasing your effectiveness as a teacher of adults.

The concluding chapter reviews the main points of the booklet by summarizing the guidelines throughout.

Chapter Two

PROGRAM LIFE CYCLE

Adult Education occurs in so many forms that it is difficult to select a typical program. Some common formats include courses which meet for two- or three-hour sessions for up to twenty weeks, one or two day institutes, and workshops lasting for a week or longer. Whatever the format, a program is similar to a living organism that passes through conception, pregnancy, birth, and a lifespan. Within a program's life cycle, the teacher meets with a group of participants at a specified time to plan and conduct activities that are designed to promote learning and change.

As with the human life cycle, the events in an adult education program don't always run smoothly. A program involves many people and concerns, among them is the instructor, the participants, the sponsoring agency, the material to be learned, and the environment and resources for learning. Given the interaction of all those elements, and their potential to influence the success of a program, it is no wonder that teaching a group of adults is a task in which problems inevitably arise. To create the best possible conditions for learning, the instructor needs to be able to anticipate the types of difficulties that might occur, identify their causes, and take steps to reduce their negative effects on the program.

Certain types of problems are more likely to occur at one stage in the life cycle of a program than at another. Establishing a good relationship with the participants must be accomplished in the early stages, maintaining interest is a typical problem of the middle period, and declining attendance would most likely be noticed near the end of a program. The following is a brief outline of the stages in the life cycle of adult education programs, with reference to some of the concerns that are likely to be dominant at each stage. Those concerns and problems are dealt with in detail in subsequent chapters.

At first reading the list of concerns and tasks for the teacher may seem a bit overwhelming. Don't get too anxious about that, however, because they are presented here to help acquaint you with the material in the rest of the booklet. In addition, not all of these problems and tasks will apply to every program.

Preparing

Adult education programs are conceived under many different circumstances. The idea for a program may originate with an employer, a potential participant, an instructor, an administrator, or some other source, and the preparation period may range from a few hours to several years. You may have a minor role during the initial stages of development of a new program, such as happens if you are hired to teach a course which has already been advertised or has been offered previously by the institution. You could have a major role, however, if you are the originator of the program idea or are hired by the institution to do the bulk of the planning and ogranizing.

Until a group of participants is gathered together and the program begins, your principal responsibility is to oversee its preparation. During this time, you need to plan and organize materials and techniques in preparation for meeting the group of learners collected together by the institution. The content of the program should be arranged in a logical sequence, objectives should be prepared, instructional techniques and materials chosen, and evaluation procedures determined before the starting date. You may also need to assess the facilities available for the program and to find out as much as possible about the number and kinds of participants who will be attending. A thorough job of preparation will likely have an excellent payoff once the program begins.

Meeting

The birth or beginning of a new adult education program tends to be an anxious time for the instructor as well as the participants. You may wonder about the number of people who will attend and whether the course will have to be cancelled because of low enrolment.

You may question your ability to teach a group of adults, and have doubts about the suitability or effectiveness of the planned program. Similarly, participants may have concerns about the usefulness of the program in meeting their needs, the abilities of the instructor, and their ability to succeed in the new learning venture. It is important that the birth of a new program be accomplished without too many complications so that everyone's anxieties are put to rest rather than heightened.

You should carefully plan the birth and childhood of an adult education program so that it can continue its lifespan with a solid foundation for success. The physical environment of the classroom should be arranged to suit the needs of adults, and the social environment should be friendly and informal. Program objectives, content, and procedures should be explained, discussed, and revised if necessary so that the participants will have a clear understanding of what the program is all about. The subsequent health of a program depends to a considerable extent on the successful accomplishment of these early tasks.

The progress of a program through the various stages of adulthood rarely follows exactly the original plans of the teacher. As the program unfolds, you may find that you have over- or underestimated the abilities of the participants, attendance may dwindle, members of the group may compete for leadership, or countless other circumstances may arise that were not anticipated in the original program plan. During the program's lifespan, you must stay attuned to the progress and problems of the participants. Constant revision of the content and processes of instruction is necessary to ensure that relevant and effective learning experiences are provided. You need to draw upon a variety of teaching techniques and evaluation procedures to maintain interest and motivation, to become aware of the changing relationships among the participants, and to be alert to the impact of the subject matter on the participants.

Ending

The ending of a program is just as important as the other stages in its life cycle. You should ensure that the program ends conclusively and that the participants don't just gradually drift away. An evaluation activity should be conducted at the end to provide information for future program revisions and to assist in making judgements about its effectiveness. Participants should understand that the conclusion of a particular program is not the end of learning about a subject, but may only mark the beginning of a lifelong learning process. Some suggestions should be given as to how that process could be pursued in the future.

The completion of a program with a particular group of participants does not always mark its end. A popular and successful program is likely to be resurrected and offered again. You can benefit from the first experience so that an improved version can be offered next time.

The role of instructor is similar to that of a parent in that you play a key part in shaping the form, direction, and effectiveness of an adult education program. Both roles call for patience, tact, and diplomacy if the offspring is to be successful. Rather than being an authoritarian director of learning, you should view your role as that of a a guide who possesses a set of competencies, knowlege, and abilities that can assist others in their efforts to develop and learn. A teacher should lead rather than direct, suggest rather than command, and stimulate rather than inhibit the inherent curiosity of the adult learner.

Chapter Three

PREPARING

A teacher who is poorly prepared to meet a group of adult learners will have considerable difficulty providing a successful program. Adults can respect an instructor who appears knowledgeable about a subject and at ease with the participants, while an instructor who appears unprepared or insecure may arouse anxiety or hostility. The motto "Be Prepared" is as appropriate to the teacher of adults as to a Boy Scout.

During the preparation period of an adult education program, the teacher identifies the content and outcomes of instruction and determines the processes to be used in teaching and evaluating learning. Considerable work usually needs to be done to determine the **content** and **what** is to be taught, but attention must also be given to **process** or **how** the content should be taught. These aspects of preparation should proceed at the same time so that the plan forms a unified whole by the time the program begins.

Organizing Content

Preparing content material will take varying amounts of time, depending on whether you have taught the program previously and the extent to which you have kept up with recent developments in your subject. Many adult education programs are offered as refresher or updating courses in technical fields where the development of new knowledge is extremely rapid. In such cases, you may need to spend considerable time educating yourself about the newest developments so they can be reflected in the program. In other programs where basic skills such as typing or welding are taught, or traditional knowledge such as English or history is conveyed, you would need relatively less time to update your own knowledge. In any event, the preparation of program content should begin with a self-assessment relative to the present state of knowledge or practice in the subject field, followed by attempts to remedy any deficiencies.

Once you feel reasonably confident about your own knowledge, you can begin to organize that knowledge for teaching purposes. As a first step, a preliminary list of topics should be developed and then refined. Topics may then be arranged in a sequence appropriate to the subject matter. The underlying structure or principles of organization differ in different subject areas. For example, a program dealing with history might be organized chronologically or according to recurring social problems. A skill development program such as learning to drive a car could be structured according to the sequence of skills used to operate the car.

Organizing topics into a logical sequence should be followed by estimating the amount of time required for each. Some topics will require a relatively brief period of time, while others may need several hours or sessions. Time estimates can assist in establishing priorities for different topics so that the total amount of instructional time available can be carefully budgeted. Topics of lesser importance should be eliminated if the total time available for the course would otherwise be exceeded, and topics of greater importance can be preserved and emphasized. In general, its better to deal with fewer topics thoroughly than to cover a large number superficially. You shouldn't assume that all topics are of equal importance, so judgement is required to identify the essential aspects that must be dealt with.

With a topic outline in hand, you can begin to identify sub-topics and fit them under the appropriate major headings. The sub-topics should also be assigned time estimates, which might result in further adjustments to the original schedule. At the conclusion of this process, you will have a detailed **course outline** and **schedule.** A typical twenty-hour course might include five to ten major topics and twenty to forty sub-topics, with time estimates ranging from ten minutes to an hour or longer. Figure 1 shows how a detailed course outline might appear for a twenty-hour driver training course.

To organize content you should:

1. Update your own knowledge about the subject
2. Prepare a list of topics to be covered
3. Arrange the topics in a logical sequence
4. Estimate time required for each topic, and
5. Develop a detailed course outline and schedule

Figure 1

OUTLINE AND SCHEDULE FOR A DRIVER TRAINING COURSE

I	Important Parts of the Car (1 h)	
	A. Engine	15 min
	B. Transmission	15 min
	C. Braking system	15 min
	D. Ignition system	15 min
II	Rules of the Road (2 h)	
	A. Road signs	60 min
	B. Legal requirements	60 min
III	Operating the Car (14 h)	
	A. Starting	30 min
	B. Stopping	30 min
	C. Shifting gears	60 min
	D. Accelerating	30 min
	E. Decelerating	30 min
	F. Parking	60 min
	G. Moving in traffic	10 h
IV	Defensive Driving (2 h)	
	A. Actions of the driver	90 min
	B. Attitudes	30 min
V	Preventive Maintenance (1 h)	
	A. Oil change and lubrication	10 min
	B. Tune-up	40 min
	C. Tire rotation	10 min

Identifying Outcomes

The outlining process described in the preceding paragraphs focussed upon the subject matter of the course. The intent was to develop reasonable expectations about what could be done in the amount of time available for instruction. Your focus should now shift to another element, the adult learners. The topics need to be translated into desired outcomes, or statements about what participants will be able to do when the program is completed. This step is necessary so that the potential participants will be able to view a particular program in terms of how it can assist them in meeting their learning needs. By describing the program in terms of outcomes, the participants will have a basis for judging its usefulness and can make a decision about whether or not to attend. If they decide to enroll, the statement of outcomes will help guide their learning as well as your teaching. Keep in mind that the outcomes may change once you meet your class and discuss your intentions with them.

You can begin this focus on the learners by preparing a statement of **program goals.** This indicates in broad terms the outcomes that the learners can expect to attain, and suggests the intent of the program. The statement of goals is usually brief, consisting of only two or three sentences, and is often used in advertising brochures as a capsule description of the program. For example, a driver training program might have the following statement of goals:

> Beginning drivers will learn the parts of the automobile and how to maintain it. They will gain knowledge about the rules of the road and develop defensive driving practices. The emphasis of the course will be on vehicle operation and acquiring the skills necessary to pass the roadtest leading to a driver's license.

From the statement of course goals and the topic outline, you can then develop general and specific instructional objectives. **General objectives** are derived from the major headings in the topic outline while **specific objectives** come from the sub-topics. In both types of objectives, the emphasis is on the learners' performance as it should be at the end of the course.

Two general objectives for the driver training program would be as follows:

> The participants should be able to recall the rules of the road.
> The participants should be able to operate an automobile.

The performance of the learners is stated in the phrases "to recall" and "to operate".

Specific objectives are more detailed statements of what the participants should be able to do when instruction has been completed. Each specific objective should contain three elements: 1) an observable behavior, 2) the important conditions that will affect performance, and 3) the standard of performance expected. Consider the following examples of specific instructional objectives which were derived from the general objectives shown above.

> The participants will describe correctly in writing the actions to be taken in response to 9 out of 10 road signs presented in a classroom quiz.

In this case, the behavior is 'describing", the conditions are "a classroom quiz", and the standard is "9 out of 10" correct responses.

> The participants will start the engine of a car with manual transmission on three consecutive attempts.

Here the behavior is "starting", the important condition is that the car has a "manual transmission", and the standard is "three consecutive" starts.

It is important that only **observable behaviors** be used when writing specific objectives. Avoid words like "know", "appreciate", or "understand" which do not represent observable behaviors. It would be almost impossible to determine whether they were attained. How can you know when someone "understands" or "appreciates?" Observable behaviors would include words such as those in the following list:

label	shift
diagram	accelerate
state	change
list	describe
graph	park
identify	rotate
write	repair
stop	

The **conditions** included in specific objectives should be those which can affect learner performance. For example, starting a car with manual transmission would be quite different from starting a car with automatic transmission. Stopping a car on an icy road would be different from stopping on dry pavement. The **standard** could be stated in terms of time (start an engine within ten seconds), productivity (start an engine three times within one minute), or quality (nine out of ten correct responses).

Once the specific objectives have been determined, the final stage in developing the content for a program is determining the details of what will be taught. This is done by breaking down each specific objective into its component elements, called **learning tasks,** and arranging them in an appropriate sequence. When the objective involves **skills,** the elements and their sequence can probably be identified quite easily. To start a car with manual transmission, the learner must:

1. insert the ignition key
2. depress the clutch
3. move the gearshift to neutral
4. turn the ignition key
5. depress the gas pedal
6. release the ignition key
7. release the clutch

In cases where **knowledge** is to be acquired, it may be more difficult to identify an appropriate sequence but the things to be learned can still be stated. For example, the road signs to be learned in the specific objective stated earlier might include:

1. stop
2. playground
3. hospital zone
4. pedestrian crossing
5. exit
6. speed limit 80
7. slow to 50
8. narrow bridge
9. railway crossing
10. no left turn

You must ensure that all of the elements necessary to perform the specific objectives are included. Failure to depress the clutch when starting a car engine might send the vehicle through the garage wall!

The steps in identifying outcomes are:

1. Prepare a statement of broad program goals
2. Write general objectives related to the major topics
3. Write a specific objective for each general objective, and
4. Identify the learning tasks for each specific objective

Selecting Processes

Having established program content and outcomes, your next job is to select the instructional processes you will use. Specific objectives assist greatly at this point as they tend to suggest ways in which instruction should proceed. For example, starting a car engine was described as a seven-step process, and 30 minutes was the time allotted to teach it. If you were teaching this course, you would probably introduce the process in a brief lecture, follow up with a demonstration, then give the learners an opportunity to practice. To teach the correct responses to road signs, you could hold up one sign at a time or display it on a slide projector, then describe the response that a driver should make. Participants could then be asked to state what they would do when they saw the signs as you showed them in a random order.

In deciding how to teach particular material, bear in mind that every teaching technique has basic strengths and weaknesses and should be chosen with a particular purpose in mind. If the objective requires that the learners **acquire new information,** then appropriate techniques could include the lecture, panel, debate, or field trip. An objective involving the **application of knowledge** to solve problems might lead you to select group discussion, case study, role

playing, buzz groups, or simulation games as the best technique. If the objective involves **learning a skill,** then demonstration and practice are suitable techniques. Finally, if the participants are to **develop or change attitudes,** then group discussion or role-playing could be used so they can discuss or see the desired attitude in action.

During the preparation period, you should identify the techniques most appropriate for given objectives and build them into the instructional plan. In general, you should not plan to use a technique for more than 30 minutes at a time, so that learners can change their activities frequently. Techniques involving active participation should be preferred to those where the learners are passive. Try to determine or estimate the prior experience of the participants with different techniques, and plan to begin the program with those likely to be familiar. New techniques can be introduced where appropriate throughout the program. Each technique establishes a different relationship among instructor, participants, and material to be learned, and unfamiliar techniques can impair that relationship if they are not properly introduced or are used at the wrong time. Keep in mind your own abilities and preferences, choosing techniques you feel comfortable with at the beginning and then gradually increasing your range.

You should also plan to use instructional devices and materials to improve the effectiveness of techniques. Many such devices are readily available, and others can be prepared at little or no expense. The availability of audio-visual devices such as films, film loops, audio cassettes, and slides should be determined, and orders for them placed in advance. You should be sure that you can operate the equipment, and be mentally prepared to continue the class if something breaks down. A chalkboard is usually available, but flip-charts or transparencies for an overhead projector can serve the same purpose and are more permanent. Handouts such as reading materials, notes, and diagrams should be prepared in advance and duplicated in the required quantity. You should also ensure that any necessary supplies and equipment will be available in sufficient quantity when needed. Remember that you are only one of many instructors making demands on the support staff, so they need adequate notice to take care of everyone's needs for such things as supplies, typing, and photocopying.

To select instructional processes you should:

1. Examine your objectives to decide on a teaching strategy
2. Select the most appropriate teaching technique, and
3. Prepare instructional devices, aids, and materials

Assessing Outcomes

During the preparation phase, you should give some thought to how you will evaluate learning. You may need to develop quizzes, attitude scales, checklists, and rating scales for use in assessing the performance of the participants. If these are developed prior to the program, you will be free to concentrate more on the teaching process once the program gets underway.

Specific objectives can be extremely helpful in planning your evaluation procedures, as they state the criteria for successful performance. Objectives will also suggest the appropriate format for the evaluation instruments. Look, for example, at the two specific objectives stated earlier for the driver training course. The first one indicated that actions to be taken by the driver in response to road signs should be described in writing in a classroom quiz. This objective would obviously be evaluated by a quiz which asked the participants to do that.

The objective concerned with starting a car engine would be evaluated by observing the learners' performance of that task. In this case, you might prepare a checklist of the seven steps involved in starting the automobile so they could be checked off as performed.

Decide when various instruments will be administered. It might be desirable to **pre-test** the participants at the start of the program. You would want to do this if they required prior knowledge or skills before learning the new material you intended to teach. The results or pre-testing would help to establish a starting point for instruction. You would plan to evaluate learning at selected points while the program was in progress to determine how well

the objectives were being attained. This information would be used to revise your instructional plans to reflect the progress of the group. You might want to conduct an evaluation activity at the conclusion of the program to assist in making a judgment as to how effective the instruction had been and how much the participants had learned.

The evaluation procedures should not be formal or inflexible. Adult learners might find tests or quizzes to be quite threatening, especially if they have been out of school for many years. Try to reduce their anxieties about evaluation as much as possible and present it as a way for you to find out how you're doing as an instructor, not so that you can make judgements about them as students. Look also for informal ways of assessing learner performance so that evaluation does not take too much of the limited instructional time available. Think about obtaining information through such means as observations of performance, problem solving tasks, and informal conversations with the participants. Keep in mind that you do need to find out what their knowledge and skills are at the beginning so that you can add to them during the program.

The steps in planning for an assessment of outcomes include:

1. Analyze the performance and standards stated in the specific objectives
2. Find or develop the quizzes and other instruments needed to assess performance
3. Develop a schedule of evaluation activities, and
4. Look for non-threatening and informal ways of evaluating

When the evaluation plan has been completed, you will have in hand a detailed program plan which includes a schedule, program goals and objectives, the content material, instructional techniques and devices, and the evaluation procedures. Review this entire package yourself, then discuss it, if possible, with other instructors and the program administrator. It is useful to check out the program with several potential participants and obtain their judgements as to whether it seems suitable and appropriate to their needs. The information obtained from such discussions should be carefully considered when you prepare the final version of the program.

Now that you've completed the preparation phase, let's examine what happens when you meet a group of learners for the first time.

Chapter Four

MEETING

The birth of a new program or the first class meeting usually produces anxiety for the teacher as well as the participants. People who have not attended a program for many years may be uncertain about their decision to participate, whether the program will meet their needs, and whether they will be able to learn. Instructors will usually experience some degree of "stage fright" prior to the first class meeting, but this is normal even for the experienced teacher. Don't be afraid to admit to the group that you feel nervous. The first meeting of the class provides an opportunity for the teachers as well as the participants to overcome their initial fears and anxieties.

Before the participants arrive at the first meeting, you should arrange the physical and social setting so that the classroom appears welcoming and comfortable. Once the group has assembled, introductions can be made and the objectives for the program discussed. As the program moves along in subsequent meetings, you can introduce a variety of teaching techniques to aid the learning process. You can also monitor the progress of participants in a number of different ways.

Arranging the Environment

Both the physical and social environment of the classroom require attention before the first session begins. An attractive and comfortable setting can do much to make participants feel at ease. It can also help them get over their initial anxieties so that learning can get underway quickly.

When you've located the best classroom space available, inspect such features as lighting, heating, and ventilation. Older adults normally require better lighting than younger adults because their visual abilities decline with age. Similarly, the room acoustics are important because of declines in hearing that go along with aging. The room should have good ventilation, especially if smoking is permitted, and the thermostat should be adjustable. Check also that the necessary materials such as chalk, erasers, newsprint sheets, felt pens, or flip charts are available. Posters, pictures, or other illustrative material relevant to the program can assist in making the room more attractive. You might even ask the participants to help make the physical environment more comfortable and appealing. In most cases the physical setting will not be ideal for your purpose so you must "make-do" and adjust your plans accordingly.

Seating arrangements can have an important influence on the degree of comfort people feel in a classroom as they affect the ease of communication among students and between the instructor and the participants. Unless chairs are bolted to the floor, don't regard their arrangements as permanent. Tablet-chairs, that is, chairs with a flat writing surface attached, are one of the most desirable types of classroom furniture because they offer many possibilities to alter seating arrangements for large group, small group, and individual activities. Moveable tables and chairs are also flexible, but are best suited for small group activities involving four to six people.

You might experiment with several different seating arrangments. Consider a circle, a square, or two rows of tables facing each other. The main thing to remember is that participants should have the opportunity to see and talk with each other and the instructor. It's difficult for them to participate effectively when all they can see is the instructor and the backs of heads, which is what happens when chairs are arranged in straight rows.

Perhaps because instructors feel uncomfortable or anxious about their ability to teach, or perhaps because they wish to have strong control over a group, they usually stand at the front of the room looking down at the seated participants. Rather than doing that, both you and

the participants might be more relaxed and comfortable if you sat. Your authority and credibility as a teacher come from your experience and knowledge of the subject rather than from establishing a dominant physical position in relation to the group.

A start can be made in establishing a good social environment if you stand near the doorway to the classroom and greet the participants as they enter. Introduce yourself, find out the participants' names, and check to see that they're in the right classroom. You could also provide each student with a name tag or a 5 by 8 inch card. The card can be folded in half and the name printed in felt pen on one half. The card, when placed in front of the student, can be seen by everyone in the group. By doing this, everyone including the instructor can speak to everybody else using names rather than saying "hey, you over there."

In some cases the program administrator may ask you to take care of part or all of the registration procedure. Although it would be educationally desirable to do this at the end of the first session, there may be good reasons for doing it at the start. Money needs to be collected and deposited, or classes might need to be cancelled or split. Check with your program administrator to find out the policies and procedures he wants you to follow.

Arranging a good physical and social environment would require you to:

1. Ensure that you have the most suitable classroom available
2. Make the classroom as comfortable and attractive as possible
3. Arrange the seating to suit the size of the group and the teaching techniques being used
4. Be relaxed, informal, and friendly
5. Provide a way for the participants to identify each other, and
6. Take care of registration or other administrative work according to the established procedures

Meeting the Group

When the group is assembled and comfortably seated, you could begin by introducing yourself. Describe your background in the subject in a few sentences, and mention the circumstances that led to the program being offered. The first session may be five or ten minutes late getting started because of difficulties in locating the meeting room, but be sure to indicate that you will start promptly on schedule in subsequent meetings. Stick to this promise and the participants will soon begin arriving at 6:55 p.m. rather than 7:11 for their seven o'clock class.

The participants should be given an opportunity to meet each other early in the first session, and there are several ways of doing this. If the group is fairly small, each participant could be given one minute for an introduction. With a slightly larger group, a technique called paired introductions could be used. Divide the group into pairs of participants who don't know each other. Give each member of the pair two minutes to interview the other, then switch roles for two minutes. Each person will then introduce his or her partner to the whole group.

You might also give the participants sheets of paper and ask them to list areas in which they feel particularly skillful, concentrating on skills that are related to the program. They could also list "what I know" and "what I want to learn." The sheets can be posted on the wall; then the participants can circulate, read and discuss the contents of each sheet. They will get to know each other in the process and you will have a better idea of their needs and capabilities.

If the class is quite large, opportunities should be given for the participants to meet at least some of the others. You could allow a few minutes for introductions of persons sitting near each other, or form small groups and leave ten minutes for introductions and other getting-acquainted activities within those sub-groups.

Once the introductions have been taken care of, the course outline and objectives should be presented and discussed. These should be duplicated in advance and made available as a one or two page handout for distribution to each participant. It's important that the participants have this written outline so they know what will be done each week, and can see how the sessions relate to each other.

It would probably be wise to give the participants the general, rather than specific,

objectives at the first session. The general objectives are briefer and simpler than the specific objectives. The specific objectives could intimidate the participants at the first session when they may be anxious anyway. The best time to present the specific objectives would be in the relevant sessions where the teaching is to be done.

In programs where there is a predetermined curriculum or an externally-set examination, you may not have a great deal of flexibility in altering the objectives. For example, in teaching a driver training or a pre-apprenticeship course, you'll probably have to accept the objectives and course outline as given to you. Your job, then, is to provide the most effective way of reaching the predetermined objectives with the particular group assembled for you by the institution.

In many programs, however, there will be no predetermined objectives and you'll be free to determine them in consultation with the group. Because you know more about the subject than the participants know, they will expect you to take the lead in identifying what could be learned. Thus, your first handout containing the outline and objectives should be viewed as a draft which can be modified through discussion with the participants. You should feel free to add to, subtract from, or change the objectives as stated in the outline to reach a revised list which is agreeable to both you and the participants. In later sessions you might take some additional time to review the outline and objectives to make sure that the agreement reached at the first session is still valid or needs to be changed.

An important part of the first session for the instructor is trying to find out why people attended. This knowledge can help you conduct a program that will do a better job of meeting the participants' needs and encourage better attendance. Adults don't always attend courses for the reasons we might expect, so some of the common reasons for participating are discussed here.

For some, attending class one night a week is a chance to escape from the everyday routine of household chores, child care, or the office. An adult education program offers them a change in routine and a stimulating experience.

Some people attend because of a desire to reach a personal goal. They have always wanted to type 40 words per minute or complete Grade 11 Chemistry, and your course provides an opportunity for them to do so.

Others have a vocational goal in mind. They want to obtain a trade qualification or prepare for job advancement, and your course is designed to help them reach that goal.

Some participants have primarily social reasons for attending. They want to learn a social skill such as duplicate bridge or ballroom dancing, or they just want to meet new people with whom they can share a common interest.

A few people participate because they are interested in learning almost anything new. They are driven by curiosity and tempted by intellectual challenges. They are very active learners on their own, but they also enrol in courses every year. The subject that you teach is less important to them than the fact that they will be learning something new.

Finally, some people participate because they are "sentenced" to attend. There has been quite a rapid growth of mandatory continuing education in the professions, and increasingly there are laws requiring participation for persons such as hunters or poor drivers. Needless to say, adults who are required to attend your course, perhaps against their will, are not necessarily the most eager learners.

As an instructor, it is probably easier for you to deal with a group where everyone's reasons for attending are the same. Difficulties can arise, however, where there is a wide range of reasons. For example, if you provide many opportunities for group discussion because you suspect that people are there for social reasons, others who are attending to reach a personal goal may feel cheated and drop out. At the first class session, try to determine the actual reasons as expressed by the participants in the group, then try to accommodate as many of those motives as you can in subsequent sessions. You might have to subdivide the group into smaller groups or individualize the program to some extent in order to do this.

Before the first session ends, make sure that the participants have actually learned something. Provide them with a sample of your teaching, perhaps in a "mini-lesson" of half an hour, so they can go home with a positive feeling of accomplishment.

The steps involved in a successful first session include:

1. Introduce yourself and the course
2. Help the participants to get to know each other
3. Review and revise the course outline and objectives
4. Find out why people have attended, and
5. Make sure that they learn something new

Using Techniques

Past experiences in the formal educational system have created in many adults the notion that they are somehow being cheated if the teacher is not standing at the front of the room talking. Although lecturing is suitable for some groups and certain types of subject matter, it is by no means the only technique that can be used to help people learn. In thinking about the use of techniques, concentrate on the learner and the learning process rather than on the teacher. You should try to use techniques which:

- encourage the participants to be active rather than passive
- build on the resources of the group rather than dealing with individuals in isolation
- enable new material to be applied in a practical way as soon as possible.
- provide opportunities for the instructor to reinforce or reward learning frequently
- relate new material to things already known by the participants
- provide opportunities for the learners to keep track of their own progress
- permit an open interaction among the teacher, all of the participants, and the material being learned

When working with the group as a whole, a handful of teaching techniques will cover most needs, especially when you make minor modifications to them to suit your purposes. These five basic techniques, each of which is discussed below, include lecture, group discussion, role playing, case study, and demonstration.

The **lecture** is the most frequently used teaching technique. It should be used when there is information to be communicated and that information isn't available in any other form. The lecture is not very useful for learning outcomes involving attitude change or motor skills. When the lecture seems to be the best technique to use, don't lecture for more than twenty minutes in the early sessions and rarely during the course should you go beyond thirty minutes. Summarize at the beginning and the end of the lecture, present six or fewer major points, and pause occasionally to give the participants a chance to think about what was said and to make notes. Try to relate new information to the participants' previous experiences, not your own, and give examples and applications. Use illustrations, diagrams, and charts to illustrate your points. Keep the sentences short and simple. Speak slowly if the material is complex or the participants are unfamiliar with the subject.

Several techniques are similar to the lecture in that they involve the oral presentation of information. For example, the participants could prepare a **debate** on a controversial issue, or several members of the class or outside resource people could serve on a **panel.** Viewing a **film** or **video-tape** or listening to an **audiotape** are also useful for conveying information. The important thing to remember is that the participants' behavior is the same throughout all of those techniques. You shouldn't use several of them in succession as they all require the learner to sit and listen.

Questioning, when used in conjunction with the lecture, can help to get participants thinking more actively about the subject matter. You can use questions to provide a basic structure for a lecture, and you can use questions to test understanding of the material presented. Be aware, however, that adults are often anxious in a classroom situation. Try not to single out individuals to the extent that they become embarrassed.

Group discussion enables participants to exchange views with each other, but this technique should only be used when you're sure that they have sufficient background information about a subject. It's an unproductive use of time to ask them to "pool their ignorance" on an unfamiliar topic. An ideal size of group for discussion purposes is eight to twelve people. With less than that, there may be a limited range of knowledge and opinion. More than that, it's difficult for everyone to participate. With larger groups and with some topics, break the group down into smaller sub-groups of three to six people, called **buzz groups,** for five to ten minutes of concentrated discussion. Assign the groups a specific and limited topic and a specific time period, then ask for some reporting back to the group as a whole. Try to keep the reporting back brief, crisp, and selective.

Role-playing enables participants to act out new kinds of social behaviors in a non-threatening atmosphere. If you have no experience with the technique, try to keep the situations informal and let several people try out different ways of dealing with the same situation. Allow at least one hour for role playing as it takes considerable time to try out behaviors and discuss them. Two examples where role playing could be a useful technique would be in teaching a sales clerk to deal with an angry customer or a student in a French class to order a meal in a restaurant.

Case studies usually involve the development and written presentation of a problem together with background information about it. Usually there is no single correct answer, so the reasoning behind a proposed solution is probably more important than the solution itself. Case studies could be done either individually or in small groups, and can serve as the basis for group discussion. Case studies can be valuable for teaching problem-solving strategies.

Demonstration followed by **practice** is probably the most frequently used technique in teaching skills such as typing, driving, or playing a sport. In giving a demonstration, make sure that everyone can see what's going on, and give a brief description of the purpose of the demonstration. Perform the demonstration fairly quickly so that the participants can see the expert pattern, then repeat it slowly emphasizing the key points. Answer questions, then ask several students to repeat the performance being demonstrated. The group should then practice together until you're sure they've learned the correct pattern, then have them practice individually to build up speed. Break the practice sessions into short periods with rest in between, and provide the students with feedback about their progress. The objective in skill learning is to practice beyond the point of just being able to perform the skill, to the point that the skill becomes automatic and the participant doesn't have to review the operation mentally each time it's performed.

As a rule of thumb, try to change teaching techniques every 30 minutes or so. Intersperse the passive techniques (lecture, demonstration) with the active techniques (group discussion, role playing) so that the participants will remain alert and interested. Especially in the early stages of learning, try to break the instruction into small units with a high probability of successful completion and take frequent, short rest breaks.

You might feel that it's impossible to accomplish all you need to within the time available, so you might be tempted to assign reading or other work to be done prior to the course or to give homework during it. Remember that adults have many other responsibilities and that your course is only a small part of their lives. Keep the program as self-contained as possible within the scheduled times so that additional work won't conflict with other demands. At the same time, those who are interested in going beyond the material presented in class can certainly be encouraged and aided to do so. At the end of each session spend a few minutes summarizing, then give a brief overview of the next session.

Although it's not itself a teaching technique, participants in your program will learn considerably through a process called modelling.

Because you're an available expert, they'll watch what you do, how you do it, and your attitude toward it. The example you set as a tradesperson, professional, or hobbyist will be modelled or imitated by the participants, as you're likely to be the only example they've been able to observe closely. Your students are

more likely to do what you do than to do what you say.

To use teaching techniques effectively you should:

1. Focus on the learner, not teacher, behavior
2. Build upon the five basic techniques, modifying them whenever useful to do so
3. Change techniques frequently, trying to keep participants as active as possible
4. Keep the program as self-contained as possible
5. Remember that the participants will learn from your example

Monitoring Progress

The progress of participants through a course can be monitored or observed in a variety of ways. We're inclined to think immediately about tests as a method of evaluating learning. Tests are relatively formal and potentially threatening to many adults, as well as time-consuming in the classroom, so you might think about alternative ways of finding out about student progress.

One of these alternative methods is non-verbal feedback. Throughout a session you can be watching student behavior, posture, gestures, and facial expressions which can convey both positive and negative messages about the activity. Facial expressions, for example, can display satisfaction, pleasure, puzzlement, or dissatisfaction. Signals to watch for on the negative side include foot shuffling, slumping in the chair, pushing back from the table, scowling, or talking to other participants at seemingly inappropriate items. Positive signals could include leaning forward attentively, smiling, head nodding, an excited appearance, and an eagerness to participate.

Within a short time, you may be able to identify one or two people who signal the feelings of the whole group. You can adjust the pace, change the technique, or move on to a new topic based on their non-verbal feedback. It's often worthwhile to check out your perceptions with the group saying something like, "I get the feeling that it's time to move on to a new topic. Am I right?"

Use the natural reactions of the group as information to help you make judgments about how the program is progressing. Listen to conversations among the students at coffee breaks. See how many participants arrive late or leave quickly when the session is over compared with how many arrive early and stay late to discuss the class. Keep a record of the total attendance at each session and watch the trend. Note how many participants ask for extra assignments or want to borrow books.

Rather than formal tests, you might use informal quizzes as a way of monitoring progress. Ask just four or five questions at the end of a session, have the participants mark their own work, and look at a sample of the results. This should pose little threat to the students, but would provide both them and you with information about their learning. This type of quiz is clearly used for aiding the learning process rather than assigning grades, and as such it is likely to be readily accepted. If the sampling of results indicates that learning is incomplete, you can provide additional instruction in the weak areas.

Having students keep their own chart or graph of results from a series of quizzes or other performance measures is a useful way of providing an incentive for improvement, especially in skill subjects. This personal, visual record of performance could serve to remind participants that they are indeed making progress, even though it may seem slow at times. In teaching fine arts subjects, social skills, or attitude change, periodic critiques by fellow participants could substitute for charting if they focussed on changes and improvements demonstrated over a period of time. Individual conferences between the instructor and participants could also be held at regular intervals to discuss progress.

The detailed development of formal evaluation instruments such as tests, rating scales, and attitude measures is beyond the scope of this booklet. If you're teaching a course where some form of certification is required or external standards are imposed, you'll probably

need to develop some competence in constructing instruments. If you're teaching informal, non-credit programs, however, the suggestions presented in this section may be sufficient to enable you to monitor the progress of participants.

To monitor student progress during your program you should:

1. Downplay formal evaluation activities unless they're required by an external authority
2. Be attentive to non-verbal feedback and the natural behavior of group members
3. Use informal quizzes to help assess progress and adjust the instructional process
4. Use charting, critiques, and individual conferences as appropriate

Carrying through the meeting phase is obviously the most lengthy and important part of any program. It requires a variety of skills and abilities on the instructor's part, and your performance is likely to improve with experience. Although you sometimes need to be a bit "larger than life" to maintain the interest and enthusiasm of your students, you must at the same time remain faithful to your own beliefs and principles. People can detect insincerity quickly, and they'll not tolerate it for long in a teacher.

Let's turn now to a discussion of the final phase of your program.

Chapter Five

ENDING

The successful adult education program should have a firm and definite conclusion and not just fade away. There should be a special activity to mark the end of a program, but there should also be a recognition that this is only the beginning of learning about the subject. Participants should be left with some guidance to prepare them for, and help them with, learning in the future.

The final meeting of a particular program does not always mark its end. A program that has been successful is likely to be offered again. The new program should be planned as carefully as the original one, but it will have the added advantage of the experience gained through the initial class.

The concluding part of this chapter discusses some ways in which you could continue to develop your skills and effectiveness as an instructor.

Concluding Gracefully

The most undesirable way for a course to end is by gradual attrition. It could happen that fewer and fewer people would attend over successive sessions until it reached the point where only a handful were present. It would be much more desirable to conclude the course on a high note with nearly everyone who enrolled still attending.

A certain amount of loss is quite common and probably inevitable. Workers can change to a new shift, people can move away or become ill, or other circumstances might prevent them from completing a course. A study done some years ago at a night school near Vancouver showed an overall average attendance of approximately 65 percent. Academic courses had the lowest average attendance, 53 percent, while vocational courses had 64 percent attendance and general interest courses 70 percent. The length of the course had a considerable bearing on attendance. Classes with ten or fewer sessions had an average attendance of 84 percent while courses with eleven to twenty sessions averaged 56 percent attendance.

If the decline in attendance reaches the 20 to 30 percent range before the mid-point of your course, attempt to find out what's wrong and make adjustments in the program. You might telephone students who have missed two sessions and ask why they're away, or send them a mailed questionnaire asking their reactions to the program. More useful, however, would be to obtain feedback from the participants throughout the program. Any emerging problems could be identified before they resulted in the student dropping out.

There should probably be a final evaluation activity at the end of a program. This could be an examination where required, or the participants could evaluate the program in other ways. One useful way of obtaining their reactions is to have them write on a blank sheet of paper the good points and bad points about the program, as well as their suggestions about how it could be improved. Alternatively, you might use the more structured evaluation form shown on the following pages. This enables the participants to respond systematically to various aspects of the course. Your program administrator may have other forms like this that he could give you.

It can be highly satisfying to participants to organize a display of work produced or a performance of skills acquired during a program. Such an event might include spouses or friends by invitation. The painting class could arrange an exhibition of works produced, the welding class could display its products and equipment, and the duplicate bridge class could organize an evening of tournament play. Another way of concluding a program would be to organize a social event such as a pot luck dinner, tobogganing party, or informal get-together in someone's home. Any of those

types of activities could close off a program with a feeling of accomplishment and companionship.

In concluding a program:

1. Take steps to correct any unusually large decline in attendance
2. Conduct some type of evaluation activity at the end of the program, and
3. Organize a display, performance, or social event related to the program

Figure 2

ADULT EDUCATION COURSE EVALUATION

Please rate this course on the following 17 items. Consider each item carefully, then circle the number that best represents the strength of your feeling about this course. If you feel that the item does not apply to this course, then circle "NA".

1. The instructor established good rapport with students in the class.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

2. The instructor encouraged students to express their ideas.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

3. The instructor made clear the basis for evaluation.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

4. The instructor seemed to enjoy teaching.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

5. The instructor showed interest in the subject.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

6. The instructor was helpful when students had difficulty.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

7. Within each session the material appeared to be well organized.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

8. The instructor made good use of examples to clarify material.

1	2	3	4	5	6	7	8	9	NA
	Disagree very strongly		Disagree			Agree	Agree very strongly		

9. The instructor was well prepared for class.

1	2	3	4	5	6	7	8	9	NA
	Disagree very strongly		Disagree			Agree	Agree very strongly		

10. Preparing assignments increased my understanding of the course.

1	2	3	4	5	6	7	8	9	NA
	Disagree very strongly		Disagree			Agree	Agree very strongly		

11. The instructor gave assignments which were meaningful in terms of student needs and interests.

1	2	3	4	5	6	7	8	9
	Never		Seldom			Often	Always	

12. The instructor made an effort to know the students as individuals.

1	2	3	4	5	6	7	8	9	NA
	Disagree very strongly		Disagree			Agree	Agree very strongly		

13. The objectives for this course were agreed upon by the instructor and the students.

1	2	3	4	5	6	7	8	9	NA
	Disagree very strongly		Disagree			Agree	Agree very strongly		

14. The instructor respected students' points of view.

1	2	3	4	5	6	7	8	9	NA
	Never		Seldom			Often	Always		

15. The instructor dealt effectively with questions asked by students.

1	2	3	4	5	6	7	8	9	NA
	Never		Seldom			Often	Always		

16. The instructor seemed to be well informed about his subject.

1	2	3	4	5	6	7	8	9	NA
	Disagree very strongly		Disagree			Agree	Agree very strongly		

17. Over all, I would rate this instructor:

1	2	3	4	5	6	7	8	9	NA
Very poor		Poor		Average		Good		Very good	

Pointing Out Directions

People have tended to think about education as having a definite completion or terminal point. As a teacher of adults, however, concepts like lifelong learning or recurrent education are probably more appropriate, as they suggest that learning and education are continuous processes lasting throughout the lifespan. In that context, it's important that you communicate to your students that your program is only the beginning of learning about the subject. To further their continuing learning, you could offer suggestions about sources of information, further educational programs, and strategies of learning effectively.

There are many resources within the community that participants can draw upon when your course is completed. Consider the local public library or a college library, various programs and services offered by the three levels of government, the resources of business establishments and industries, and individuals who may share common interests in the community. A list of books, sources of information, people, and other local resources would help the participants plan their continuing learning activities.

Other courses in your subject area may be offered by local school districts, community colleges, universities, or other educational institutions. In addition, many programs are offered to the public by government departments, private businesses, and voluntary agencies. Discuss with the participants the kinds of programs usually offered by those agencies and institutions. Tell them also that most institutions offering adult education programs are responsive to the interests expressed by local residents. If several people express an interest in a particular course, the program administrator can usually be persuaded to try it out.

When no educational programs are offered in a particular subject area, adults often create their own. Such self-directed learning is quite common, and one researcher estimated that we average some 500 hours per year in learning projects which are primarily planned and carried out on our own. The major problems encountered in self-directed learning seem to be in setting the objectives for a project, scheduling the time for learning, and getting feedback about progress. You could provide assistance to your students by discussing these problems before the course ends and offering some suggestions. Keep in mind the procedure you went through in preparing your course when you had to deal with the problems of objectives, scheduling, and evaluation. Communicating the lessons learned from that experience may help you to provide suggestions to your students for planning their own learning. In effect, you'll be preparing your students to act as their own instructors.

Pointing out directions for continuing learning to your students suggests that you:

1. Indicate that learning is a lifelong, continuing process
2. Identify local resources and people that could be drawn upon by the participant
3. Point out ways of obtaining further courses, and
4. Assist them to develop strategies for self-directed learning

Improving the Program

Programs which are well-received and successful in attracting enrolments are frequently offered again. You shouldn't "rest on your laurels," however, and merely repeat the identical program just concluded. Strive to improve it, using the experiences gained from the earlier offering.

Consider the comments made by students, either orally or in writing. These might be valuable guidance for altering the content, format, or style of the program. You might also follow-up the participants several months after the program. Their perspective on the program could be different then, and they might be able to offer suggestions for revision that would make the program more useful to others.

Review the results of tests of other evaluation instruments to determine which parts of the program seemed to work well and not so well in enabling participants to attain the course objectives. Have a close look at the objectives to judge whether they were appropriate for the

group. Think about the order in which different topics were presented, and the relative effectiveness of the various teaching techniques used.

Make notes for yourself as you go through this review process, and use them as the basis for revising the program when it is offered again.

To improve the program:

1. Consider the comments made by participants during the program
2. Follow-up several participants a few months after the program
3. Review test results, objectives, and other components of the program, and
4. Note how you would do it differently (and better) next time

Increasing Your Effectiveness

The abilities and skills of an effective instructor can be developed over a period of time through constant assessment, study, and practice. You can obtain information about your performance from self-analysis, other instructors, students, and program administrators. You can participate in professional development activities such as sport courses and workshops, and you can read and study about effective teaching on your own.

You can learn much about your teaching just by thinking about what happened in a given lesson. Try making an audiotape recording of a session so that you can hear how your voice sounds to others, and how you interact with the group. If possible, you could have a session videotaped to capture the added visual dimension of your teaching.

You might arrange to have a fellow instructor visit your class to observe you in action. Make sure that person knows what type of feedback you want, and discuss your performance right after the session while it's still fresh in your mind. Although a visit from the program administrator could cause some anxiety on your part, that person would probably have a great deal of background knowledge and experience that would be helpful to you in improving your effectiveness. You could also use the form shown earlier (Figure 2) to have participants rate your teaching. Visiting the class of another instructor can often be another useful source of ideas to help you improve your own teaching.

These sources of information about your teaching should provide a useful basis for making judgments about your performance. Once you've gained some understanding about how you're seen as a teacher, you can then make some judgments about whether that is satisfactory. If you're not completely satisfied, then you'll want to set some objectives for your own professional development as a teacher of adults and develop a plan for achieving them.

Try to keep your objectives reasonably modest and readily attainable, and just deal with one at a time. For example, you might have noted in listening to an audiotape of a lesson that you talked for 40 minutes while the students only talked for 20 minutes. You decide that this is too much talking on your part, so you set an objective for the next lesson of increasing student contributions by fifty percent. You record the next lesson and find out whether the objective was attained. To take another example, you might decide that a lecture you gave had too few practical examples. In the next lecture, you decide to give at least fifteen practical examples. By working on each aspect of your teaching separately, you can focus on it and improve your effectiveness gradually over a period of time.

When your personal objectives for development require outside assistance, there are a number of sources of information to which you may turn. Your program administrator is the first source of assistance. He or she may have a small professional development library on hand, or could obtain access to books through the local college or school district library. The program administrator should also be able to suggest books which you could purchase if you're interested. He or she will also be able to get for you the other ten modules in this series.

An increasing number of professional development workshops and short courses are being offered in non-metropolitan as well as metropolitan areas for teachers of adults. These may be sponsored by colleges, school districts, or universities. There are difficulties, however, in providing these activities in enough

places and at times convenient to everyone. Again, your local program administrator is the person who can keep you informed about what's being offered.

To increase your effectiveness as an instructor:

1. Use several sources of information to help you assess your current performance as a teacher
2. Set objectives for improvement and develop a plan for attaining them
3. Make your objectives small and readily attainable, and
4. Consult your program administrator about sources of information and professional development activities

If you're a part-time teacher, you may feel that you can spend very little time on increasing your effectiveness as an instructor because teaching is only a secondary source of income. Keep in mind, however, that teaching has a range of skills required for successful performance just as your primary occupation has. If you spend as much time as you can in developing the skills of instruction, you'll likely find that teaching is a highly satisfying and rewarding occupation.

Chapter Six

SUMMARY OF GUIDELINES

This final chapter reviews the steps and guidelines presented throughout this booklet. You might use the following material as a checklist for review before, during, and after your course.

Phase One: Preparing

The first phase is to prepare in advance for the program you'll be teaching. This involves four major tasks for which there are sixteen guidelines.

A. Organize the content material.

1. Update your own knowledge about the subject
2. Prepare a list of topics to be covered.
3. Arrange the topics in a logical sequence
4. Estimate time required for each topic.
5. Develop a detailed course outline and schedule

B. Identify the desired outcomes.

6. Prepare a statement of broad program goals
7. Write general objectives related to the major topics
8. Write specific objectives for each general objective
9. Identify the learning tasks for each specific objective

C. Select the instructional process.

10. Examine your objectives to decide on a teaching strategy
11. Select the most appropriate technique
12. Prepare instructional devices, aids, and materials

D. Plan the assessment of actual outcomes.

13. Analyze the performance and standards stated in the specific objectives
14. Find or develop the tests and other instruments needed to assess performance
15. Develop a schedule of evaluation activities
16. Look for non-threatening and informal ways of evaluating

Phase Two: Meeting

The second phase involves the interaction occurring between you and the group, from the first meeting through the latter stages of the course. This includes four major tasks for which twenty guidelines are listed.

E. Arranging the learning environment.

17. Ensure that you have the most suitable classroom available
18. Make the classroom as comfortable and attractive as possible
19. Arrange the seating to suit the size of the group and the teaching techniques being used
20. Be relaxed, informal, and friendly
21. Provide a way for the participants to identify each other
22. Take care of registration or other administrative work according to the established procedure

F. Meeting the group.

23. Introduce yourself and the course
24. Help the participants to get to know each other
25. Review and revise the course outline and objectives
26. Find out why people have attended
27. Make sure that they learn something new at the first session

G. Using teaching techniques.

28. Focus on the learner, not teacher, behavior
29. Build upon the five basic teaching

techniques, modifying them whenever useful to do so

30. Change techniques frequently, trying to keep participants as active as possible
31. Keep the program as self-contained as possible
32. Remember that the participants will learn from the example you set

H. Monitoring learner progress.

33. Downplay formal evaluation activities unless they're required by an external authority
34. Be attentive to non-verbal feedback and the natural behavior of group members
35. Use informal quizzes to help assess progress and adjust the instruction
36. Use charting, critiques, and individual conferences as appropriate

Phase Three: Ending

The final phase includes termination and course improvement. There are four major tasks for which fifteen guidelines are given.

I. Concluding gracefully.

37. Take steps to correct any unusually large decline in attendance
38. Conduct some type of evaluation activity at the end of the program
39. Organize a display, performance, or social event related to the program

J. Pointing out directions.

40. Indicate that learning is a lifelong, continuing process
41. Identify local resources and people that could be drawn upon by the participants
42. Point out ways of obtaining further courses
43. Assist the participants to develop strategies for self-directed learning

K. Improving the program.

44. Consider the comments made by participants during the program
45. Follow up several participants a few months after the program
46. Review test results, objectives, and other components of the program
47. Note how you would do it differently (and better) next time

L. Increasing your effectiveness.

48. Use several sources of information to help you assess your current performance as a teacher
49. Set objectives for improvement, and develop a plan for attaining them
50. Make your objectives small and readily attainable
51. Consult your program administrator about sources of information and professional development activities

This booklet can't provide you with the perfect prescription for a successful program, but following these guidelines should give you a good start toward an excellent course that will be enjoyable to you and your participants. Remember that each of the next ten modules covers, in more detail, material that's been introduced in this module. So don't stop here. And best of luck with your program.